(From the QSI Mission Statement)

Virtually every five-year-old comes to school eager to learn…

The mission of QSI is to keep this urge to learn alive in every child.

QSI Believes

All students can experience success in their learning, including the application of higher-order thinking skills such as critical thinking and problem-solving.

QSI Believes

Success breeds success.

QSI Believes

It is the school’s responsibility to provide the conditions for success, including:

• Developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning,
• Providing the time and resources needed for each student to attain mastery,
• Ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

QSI Believes in working with parents to encourage its students to adopt qualities of living which lead to success long after formal schooling has ended. These include universally accepted “success orientations” of trustworthiness, kindness and politeness, responsibility, independent endeavor, concern for others, group interaction, and aesthetic appreciation.
SUCCESS ORIENTATIONS
- Trustworthiness
- Responsibility
- Concern for Others
- Kindness and Politeness
- Group Interaction
- Aesthetic Appreciation
- Independent Endeavor

COMPETENCIES
- Verbal and Written Communications Skills
- Numeracy and Mathematical Skills
- Psychomotor Skills
- Commercial Skills
- Artistic and Musical Skills
- Thinking and Problem-Solving Skills
- Decision-Making and Judgment Skills

KNOWLEDGE
- English/Literature
- Mathematics
- Cultural Studies
- Science
- Languages other than English
- Creative and Applied Arts
- Personal Health
- World Environmental Issues
QSI's educational structure is based upon student performance and mastery learning. The Performance-Based/Mastery Learning approach recognizes human characteristics and enables the student to be placed in learning environments according to individual achievement levels. This approach facilitates matching the students' skills and needs with the academic program. The implications are profound for student attitudes and learning.

**Performance-Based**

The QSI curricular model is a Performance-Based approach to education. The content of each academic discipline is divided into specific student expectations or Essential Units.

An Essential Unit contains specific concepts or skills. Teachers give instruction and guidance for the essential unit using appropriate materials and activities, and when the essential unit is completed, assess for student mastery. Records are maintained documenting individual student progress.

Objectives, instruction, teaching materials, and evaluations are aligned. Curriculum is reviewed and revised for relevance and validity through a cyclical rotation. All curricula are available for parents to review.

**Mastery Learning**

In this research-validated model, each Essential Unit is taught to a high level of understanding. When students demonstrate mastery of the essential unit, they move on to the next essential unit. If the student does not achieve mastery, the teacher re-teaches, and the student revises as necessary. Additional conferencing and extended practice may be given to demonstrate proficiency at the appropriate level before assessing again. When students demonstrate consistent mastery, they are awarded with marks of A or B as defined by clear assessment rubrics. Students proceed logically through the curriculum at a pace determined by their mastery of the material.
ACADEMIC REPORTS

SUCCESS ORIENTATIONS

<table>
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<tr>
<th>QUINTILE</th>
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<th>2</th>
<th>3</th>
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Every student is expected to have 'SUCCESS' in each success orientation, 'EXEMPLARY' awards or 'NOT YET' apply only in exceptional cases.

35/35 = CUMULATIVE

COMPETENCIES AND KNOWLEDGE

UNITS ENGAGED IN 2017-2018

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNIT#</th>
<th>TITLE</th>
<th>PERIODS /WEEK</th>
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<td>CULTURAL STUDIES</td>
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<td>MODERN AMERICA EMERGES</td>
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<td>PASSAGE TO A NEW CENTURY</td>
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<td>DRAMA: SHAKESPEARE</td>
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Academic Outcomes

UNIT STATEMENT: In this unit students will be introduced to the characteristics of sound and light. They will be given the opportunity to create ways to communicate and solve problems using sound and light.

ESSENTIAL QUESTIONS: (NOTE: most of the questions that will be used for exploration are questions that the students will generate themselves. However, at the end of this unit, all students should have a deeper understanding of the following questions.)

What is sound?
How does light help us see?
How do materials block light?
How do we communicate with sound and light?

ESSENTIAL OUTCOMES: (must be assessed for mastery)

1. The Student Will generate scientific questions and define problems related to sound and light.
2. TSW plan and carry out an investigation that answer student generated scientific questions about sound and light individually or in groups.
3. TSW plan and carry out an investigation to explore the relationship between sound, vibration, and movement. (SD 42-45)
4. TSW explore the cause and effect of vibrations on volume and pitch. (SD 48-49, SS 106-107)
5. TSW design a communication tool using sound or light. (SD 63-64, 124-126)
6. TSW discuss the technology people use to communicate over various distances. (SD 62-68)
7. TSW verify a claim for how the amount of light changes what we see. (SD 82-91, SS108-109)
8. TSW design solutions with shadows and redirecting light to solve a problem. (SD 98-117)

INTRODUCED OUTCOMES: (taught, but not assessed)

1. TSW collect and analyze data on sound and vibrations.
2. TSW learn about professions related to the unit.
3. TSW experiment with items that are translucent.
4. TSW experiment with how light reflects from different surfaces
Class: 7-year-old class

Success Orientations Comments:
Anne is enthusiastic, fun and eager to do her best. She continues to meet or exceed the expectations of her Success Orientations. She is polite and respectful towards teachers and classmates. She is patient with students who are new to our school feel welcome. She is eager to help; often, she quietly helps without being asked. She is responsible for home-school communication and she turns in work on time and to high standards. She is a great writer and is always asking questions to understand the information.

Anne has developed as a writer this year. She is learning to run with ideas and put her organization of ideas and descriptive writing. Her organization of writing has improved and so have her transitions and descriptive writing. Her organization of writing has improved and so have her transitions and descriptive writing. She struggles with penmanship, but we are working on using cursive writing to address this challenge. Her writing is improving.

QSI Educator (Mathematics 8):
Anne gains understanding of mathematics concepts quickly. She has an aptitude for solving word problems and is able to devise and solve her own real-world problems. She is not afraid to ask for help. Sometimes she has a unique way of thinking about and solving problems and wants to explain her thinking to others in the class. In these past few units she has gained a mastery level understanding of: time, measurement, perimeter, area and shapes. Thanks for a great year in math, Anne!

### Mathematics

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### Reading

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### Language Usage

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Quality Schools International sets high standards for graduation. QSI academic diplomas require mastery of competencies and knowledge that prepare students for university.

Select QSI schools have been accepted to join the innovative AP Capstone diploma program. This rigorous, research-intensive course of study combines scholarly practice with academic intensity.

QSI schools that offer the International Baccalaureate diploma program as an IB World School are authorized through the International Baccalaureate Organization.

Universities

QSI schools prepare students for college and university. The post-secondary schools that QSI graduates attend represent a wide range of nations and disciplines. Highly selective colleges and universities welcome QSI graduates.
Academic Excellence
I chose QSi as a place of employment and a school for my child because it is a globally minded community committed to empowering individuals. The teachers respect each child’s personality, individual learning styles, and cultural background. They deeply care about student self-worth, achievement, and instilling the love of lifelong learning. In addition, the academic challenges of Advanced Placement and International Baccalaureate Diploma Program, coupled with a wide range of enrichment programs are options to chose from to prepare students to be successful in the future.

Zhanna, QSI Educator

When I first joined QSI I was extremely nervous as it was my first time living in a different country and my first time attending an international school. My fears were quickly eradicated as I was welcomed into a warm environment filled with supportive and friendly people. This type of environment helped me to become a more confident and outgoing individual. Not only is the school filled with amiable students, the teachers are also in tune with the needs of the student. The pupil-teacher ratio provides plenty of opportunity for one-on-one tuition which has been instrumental in the advancement of my studies. Overall my time in QSI has proved to be a very rewarding experience.

Bella, QSI Student

QSI Shenzhen has been an easy transition for my children from the American curriculum they were used to in the US. I like to see the kids thinking and learning outside the box. My children really enjoy being able to participate in the different activity classes that help them explore hobbies that they might not otherwise get to try like 3D printing, STEM challenges, badminton, or Dragon TV. My children are happier here than they’ve been at any other school we’ve been to, abroad or at home. And that is what I love the most.

Rachel, QSI Parent

The first thing that strikes you as you enter the gates of QSI Malta are the happy faces of both the staff and children. Parents are warmly welcomed and are invited to become a part of the heartbeat of the school. Teachers are always at hand and it is clear that they care not only about the academic achievements of the children but also about their emotional development and wellbeing. Feedback is gratefully received at an administrative level and it is clear that it informs the development of the school. As a result there is a strong sense of school pride, collaboration and community. It is how a school should be!

Fiona, QSI Parent

It is a privilege to be able to work in an institution where values and student character are at the core of the educational program. In QSI we value and recognize the daily exemplary behaviors that the children display during school time.

Ada, QSI Educator
Quality Schools International is dedicated to providing conditions for student success. These conditions include the type of facility used to house the appropriate learning environment for students.

Some QSI schools are housed in rented or leased facilities, other QSI schools have their homes in purpose-built facilities, and some even provide housing for faculty on campus.

QSI evaluates conditions at each school’s location to provide the best possible facility for its educational program.
Activities

Guitar
Music
Art
Tennis
Ballet
Soccer
Judo
Student Council
Media
Choir
Modern Dance
Swimming
HISTORY BOWL
VOLLEYBALL
LANGUAGES
MODEL UNITED NATIONS
MATH KANGAROO
CROSS-COUNTRY
BASKETBALL
DRAMA CLUB
ROBOTICS
and more
Each year QSI seeks to hire qualified educators, who love working with children, and who have the expertise to administer an English language, North American-style, international education.
QSI offers Professional Development for administrators, counselors, teachers, and paraprofessionals. Professional Development may be offered online, at a school, within a region, or at the organizational level. Some Professional Development opportunities are in-house, while others involve outside presenters.

**Master of Science**

This opportunity is provided to a cohort of QSI teachers through the State University of New York. Ten courses are conducted via a hybrid approach: online courses, summer institutes, and professional development classes.

**Child Protection Statement**

Quality Schools International is committed to the safeguarding and protection of children. We believe that it is imperative that children are provided with a safe and secure environment in which to develop, thrive, and be successful. As such, it is expected that all QSI employees follow our comprehensive child safeguarding and protection plan, and agree to the QSI Code of Conduct.
Quality Schools International (QSI) is committed to continuous development of its international, North-American-style curriculum with goals set to improve the standard of student performance.

QSI will continue to dedicate staff, administration, time, and financial resources to revision and development of innovative curriculum for the success of all QSI students.

QSI schools offer formative testing to chart student learning gains through MAP Growth assessments. Conducted twice a year, these assessments inform continuing instruction. They chart the growth of every QSI student, and promote individual goal-setting.

QSI offers preparation for college-readiness tests such as SAT, PSAT, and ACT as a service to its students. Advanced Placement (AP) subject tests offer opportunities for students to earn university-level credits.

MAP Growth is provided through Northwest Evaluation Association (NWEA).
Curriculum Development Overview

Core program areas of revision and current materials:

**Mathematics (revised 2013)**

◊ Materials:
- Middle School and Secondary (grades 6-12): Holt McDougal Littell 2012 edition
  - 12-year-old (grade 7) Mathematics is pre-Algebra

**Literacy Reading & Writing (revised 2014)**

◊ Materials:
- Elementary 5-10-year-old (grades K-5): Houghton Mifflin "Journeys" 2012 (guided & leveled reading); Lucy Calkins (Writing) Heinemann
- Literature & Writing Middle School (grades 6-8) and Secondary (grades 9-12): Holt McDougal "Literature" 2012; "Writing Coach" Pearson 2012; Write Source 2012

**Cultural Studies (revised 2015)**

◊ Materials:
- Elementary 5-11-year-old (K-6): Harcourt Social Studies 2010
- Secondary (grades 9-12): McDougal Littell 2012

**Science (revised 2018)**

◊ Materials:
- Elementary 5-10-year-old (grades K-5): Science Dimensions 2017
- Middle School 11-13-year-old (grades 6-8): Science Dimensions 2017

Quality Schools International (QSI) is committed to a continuous development of curriculum to improve the standard of student performance. QSI is dedicated to:

1. Evaluating the alignment of Exit, Program, Course, and Essential Outcomes.
2. Evaluating course development based on staff input, student needs, and outside standards.
3. Revising Planned Program and Course Outcome on a yearly basis.
In This Issue

Enjoy the following articles in the November issue:

- AP Capstone at QSI Sarajevo
- 3 Lessons to Infuse Maker Into Your MS Curriculum
- Using the Gradual Release of Responsibility Model in Writing
- BEHOLD, The Greatest Math Website Ever Made
- Of Boogers and Bias
- 8 Great Reasons to Make SLIME with your Class
- Elementary Musical Theater: Promoting Success Orientations
- Science & Engineering Unit Kickoff
- MDV New Computer Lab
- QSI Chengdu Introduces Student Portfolios and Student-Led Conferences
- Curriculum Corner
- QSI History Corner
- Contact Us
Quality Schools International (QSI), a nonprofit foundation, receives invitations to open schools from embassies, businesses, and agencies around the world. QSI responds to the needs of expatriates and host country nationals seeking a quality, progressive, English-language, North-American style, international education.

QSI schools accredit through Middle States Association of Colleges and Schools.